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several large water-worn pieces of the old red sandstone, which one may see coming down to the loch between Row and Helensburgh.

Sept. 26th.—Clear shining after rain! In spite of the marshy ground we went up the Highlander's Walk, and saw a most exquisite sight—a cherry tree, one blaze of crimson colour in the bright sunshine. Some of the "gean" trees have not turned at all yet, but the rowans have donned their autumn robes. In one of the latter we saw a flock of long-tailed tits, and on coming down we watched a tree-creeper on a Scotch fir, busy finding insects.

Sept. 27th.—We found the sea-campion and sea-plantain in flower on the shore of the Gareloch. Altogether we have eighty-four different flowers for this month.

Sept. 30th.—I have seen no swallows since the 17th, so conclude they have gone south.

NOTES OF LESSONS.

[We have thought that it might be of use to our readers (in their own families) to publish from month to month during the current year, Notes of Lessons prepared by students of the House of Education for the pupils of the Practising School. We should like to say, however, that such a Lesson is never given as a *tour de force*, but is always an illustration or an expansion of some part of the children's regular studies (in the *Parents' Review* School), of some passage in one or other of their school books.—ED.]

I.

Subject: Carton Work.

Group: Handicrafts. Class Ia. Time: 20 minutes.

BY ETHELWYN FLOWER.

OBJECTS.

I. To give the children exercise in judging various lengths and in drawing straight lines.
II. To encourage neat and accurate work.
III. To help to train their hands in firmness and deftness.

LESSON.

Step I.—Let the children draw three straight lines three inches long with a quarter of an inch between them, after showing parts of an inch on a ruler.

Step II.—Show the model, which is a silver basket with one division with the following measurements:—Base, 3 in. by 2 in.; sides, ¾ in.; handle, 4 in. by ¼ in.

Step III.—Ask the children to judge these measurements, then measure them from the model.

Step IV.—Draw from them the position of necessary flaps and how the handle is put on.

Step V.—After asking them how to begin a model of this kind, let them draw the sides and base, the slits for the handle, and the flaps at the end of each side.

Step VI.—Let them cut out the model, then bend the sides carefully, using a ruler and folder, and paste them together.

Step VII.—Then, let them draw and cut out the handle and the division; fix in the handle and paste in the division.

II.

Subject: The Dispersion of Seeds.

Group: Nature Lore. Class II. Time: 30 minutes.

BY M. MART.

OBJECTS.

I. To stimulate the children's love and admiration for nature, by bringing before their notice some of her ingenious methods for propagating plants.

II. To draw from the children all that they have observed for themselves about the manner in which the seeds get carried about, and the different coverings they have. Also to distinguish between *fruit* and *seed.*

LESSON.

Step I.—Ask the children where the plants get most of their food from. The soil. But different kinds of plants need different foods, the peas and beans take lime, turnips and potatoes take potash from the soil. Ask the children what would happen if the same kind of plant lived in the same place year after year, and multiplied accordingly. The food which those plants need would soon become exhausted, or they would choke one another. To prevent this the parent plant has a system of her own. Draw from the children that she sends away her little seeds, and some of her methods. By wings, by hairs, by hooks which fasten on to animals, etc.

Step II.—But the hooks and wings are no use without something else to help them on their way. The living creatures to carry away the hooked seeds and the wind for the winged ones. Ask what kind of seeds are carried away by the wind, and on what kind of plant do we have winged seeds? On high ones, generally trees. Why is this? Because having plenty of surface the plumed seeds fall slowly, and as they

are descending from a considerable height, the wind has opportunity to catch the seed and blow it to a distance. Let one of the children hold up two sycamore seeds, the one with its plumes and the other without, drop them and see how much more slowly the plumed seed falls to the ground. Show the children the seeds of the ash, willow, etc. Show seeds of the firs, larches, etc., give these as examples of seeds which are naked. Seeds upon low, plants having only a little way to fall, need something to take them upward which shall be lighter than wings, so they are provided with the lightest of light hairs. Ask the children to name some plants having seeds with hairs. Show them the dandelion, willow herb, thistle, etc. Show the seed in the open pod in the willow herb, take one out, see how the hairs or cilia at once spread out. Let it float away from the fingers without being blown, and it will be lost to sight against the ceiling very soon.

Step III.—Show the children seeds which have hooks. Burdock, and teasel, and the sticky balls of goose-grass, and the seed of the forget-me-not. The children will say that they are carried about by animals, they stick into the fur or wool, and at some time before long get rubbed off. Tell them that the teasel is used by cloth manufacturers to "tease" the surface of the woven cloth, that is, to scratch it and raise the pile or hairs.

Step IV.—Draw from the children other kinds of seed and how they are dispersed, those which explode and those which are carried about by birds, or eaten by them. Ask if they know the balsam, or touch-me-not. Have some pods of ripe balsam, which the children can touch themselves and see the explosion of the seeds. Show the broom pod shut and one which has discharged, the sides open and twisted.

Step V.—Ask the children to think of the rose hip, and to say where the seeds are, how they are scattered. If they think they do not know how they are scattered, ask them if they have not seen many hips half eaten still on the stem. Show one eaten by a bird with the seeds inside. Do the birds eat the seeds? No. They like the bright outer covering, but the little seeds inside are poisonous to them. So the seeds have a rough and sticky outer covering. If the bird tries to swallow one, it sticks in his throat and would choke him, so he has to put it out again. Draw from the children that many seeds have soft juicy coverings, namely, berries; get them to mention some—elder, mountain ash, guelder rose, black bryony, bitter sweet, honeysuckle and haws.

Step VI.—Mention briefly that seeds can float on the water for some time; these have cilae, by which means they can propel themselves. Darwin has calculated that a seed may remain for twenty-eight days in the water without being damaged. The spores of mosses and ferns are often carried to a great distance in this way. In the mud clinging to the feet of birds, many seeds are carried; aquatic birds also carry them on their wings and sticking to their beaks, from one river or lake to another. Darwin made a careful experiment; a wounded partridge had a ball of earth weighing 6½ ozs. adhering to its legs, and from this earth he reared no less than eighty-two separate plants.

III.

Subject: Arithmetic.

Group: Mathematics. Class III. Time: 30 minutes.

BY B. M. GOODE.

OBJECTS.

I. To give additional help in questions of area by teaching the children how to find the amount of material required for covering a rectangular surface, the width of the material being given.

II. To encourage accuracy by methodical working and briskness of statement and calculation.

III. To make the children use their common sense by giving approximate answers.

LESSON.

Step I.—Recapitulation. Ask what it is necessary to know in order to find the area of rectangular surfaces. Take as examples the floor of a room, the walls of a room and the sides of a tank. Give a few oral examples.

Step II.—Ask what is the practical use of knowing the area of such surfaces, and show that since paper and carpet, etc., are not sold in pieces to fit any surfaces, but in narrow widths by the yard, some calculation is necessary to find the required amount.

Step III.—Draw a diagram representing a rectangular surface, 12 in. by 6 in., covered with dominoes, 1 in. by 2 in. Draw from them the method of finding out the number of dominoes occupying the surface, by finding the area of one domino, and dividing the whole area by the area of one domino. Show that in the same way, if we find the area of one yard of carpet, divide it into the total area to be covered, the number of yards can be ascertained.

Step IV.—Draw from them that it is necessary to know the width of the carpet before the area of a yard can be ascertained. Point out that what we talk of as a yard of carpet is not a yard square. Give oral examples to find out the area of a yard of carpet, paper, etc.

Step V.—After recapitulating the steps, work an example on the board; pointing out the method of stating it.

Example.—How much drugget 5¼ ft. wide is necessary to cover a floor 22 ft. 6 in. by 16 ft. 4 in.?

$$\begin{aligned}
\text{Area of floor} &= 22\tfrac{1}{2}\text{ ft.} \times 16\tfrac{1}{3}\text{ ft.} \\
&= \frac{15}{2} \times 49 \\
&= \frac{735}{2}\ \textit{square feet.} \\
\text{Area of 1 yd. of drugget} &= 5\tfrac{1}{4}\text{ ft.} \times 3\text{ ft.} \\
&= \frac{21}{4} \times 3 \\
&= \frac{63}{4}\ \textit{square feet.} \\
\begin{array}{c}\text{Number of yards}\\ \text{required}\end{array} &= \frac{735}{2} \div \frac{63}{4} \\
&= 35 \times \frac{2}{3} \\
&= 23\tfrac{1}{3}\text{ yards.}
\end{aligned}$$

Let each child work an example on the board, if time permits.